

***Missouri
Annual Blind/Visually Impaired Literacy Study
December 2008***

Missouri Department of Elementary and Secondary Education
Division of Special Education

Missouri Annual Blind/Visually Impaired Literacy Study

December 2008

TABLE OF CONTENTS

PURPOSE.....	1
BACKGROUND	1
DATA ELEMENTS	1
Data Element 1: The methodology of the study.....	1
Data Element 2: The percentage of eligible students in the study who read Braille, print, or large print.	3
Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.	4
Data Element 4: The number of students currently reading Braille, large print, and standard print.	5
Data Element 5: The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.	6
Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.....	6
Data Element 7: The number of eligible students who use a slate and stylus and/or other devices in writing Braille.	7
Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.	7
Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.....	10
Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.....	11
Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.	11
Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.	12
APPENDICES	13
APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition.....	13
APPENDIX B - Federal Quota Registration	14
APPENDIX C - MO-DESE Special Education Placement and Dropout Categories.....	17

PURPOSE

The Missouri Department of Elementary and Secondary Education (DESE) Division of Special Education (DSE), per Missouri Revised Statute 162.1136, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on December 1st each year. Additional copies of this report may be obtained at <http://www.dese.mo.gov/divspeced/Blind/blindlitstudy08.pdf>.

BACKGROUND

The information contained in this report pertains to the twelve data elements identified by statute (Section RSMo 162.1136). An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees (Section 162.1130 RSMo), and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education State Plan (Section 162.1136 RSMo).” For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for DESE/DSE eligibility definition of visually impairment/blindness).

DATA ELEMENTS

Data Element 1: The methodology of the study

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration*, Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities and Missouri Department of Social Services Rehabilitation Services for the Blind (RSB) which provides a variety of services to Missourians with visual impairments.

American Printing House (APH):

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g. Braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e. "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."

Data utilized from APH includes counts of students enrolled in any formally organized public, private, or non-profit educational program of less than college level by grade placement, i.e. preschool and school age categories, and by primary reading medium. The Federal Quota Registration preschool categories include ages 0 to preK5, and the school age categories include grades K-12, academic nongraded, vocational, and other registrants enrolled and having an Individualized Education Program (IEP) (see Appendix B-Federal Quota Registration for descriptions). Further descriptive information beyond the scope of this report may be found at <http://www.aph.org/fedquotpgm/instr2008.html>.

Missouri Department of Elementary and Secondary Education (DESE)

Data were utilized from the *Core Data Collection System*, DESE's web-based data collection system which is used to collect a variety of federal and state required educational information. The Core Data Collection System includes data concerning students' ages 3-21 with disabilities including students meeting the eligibility requirements for Visually Impaired/Blindness, i.e. "an impairment in vision that, even with correction, adversely affects a child's educational performance." This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less). These data include counts of students by age and by school district (for further descriptive information, see <http://www.dese.mo.gov/divimprove/coredata/CDcollect.html>). Note that many children ages 3 to PreK5 are reported as Young Child with a Developmental Delay (YCDD) regardless of disability type, and therefore would not be included in these counts.

Other required data are collected by the Division of Special Education via survey. The Blind Literacy Survey collects information annually in January concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages 3 through 21) who:

- receive and no longer receive Braille reading and writing instruction
- use a slate, stylus or other writing device
- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind

In 2007-2008, a total of 374 public schools and other agencies returned a survey.

Missouri Department of Social Services Rehabilitation Services for the Blind (RSB):

The Missouri Department of Social Services Rehabilitation Services for the Blind provided data regarding the counts of blind/visually impaired students who:

- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind through a school district

For further information, see <http://www.dss.mo.gov/fsd/rsb/> and <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

Calculations:

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (162.1130 RSMo) and the Missouri State Plan for Special Education (see Appendix A and Appendix B). However, reporting requirements for APH and DESE Core Data vary thus yielding different counts. The primary variances are as follows:

- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other disabilities with no primary disability designated.
- DESE Core Data counts are collected annually on December 1 on the basis of visual impairment which includes partial sight as well as blindness as the primary disability. Therefore, the Core Data visual impairment/blindness category includes students who would not be counted on the APH Federal Quota Registration, i.e. partially sighted, but on the other hand would not include some students reported on APH because the primary disability designated is not partially sighted or blindness, including early childhood special education (ECSE) students in the Young Child with a Developmental Delay category used by many school districts for all ECSE children.

In order to ensure validity given these variances, data from APH and DESE Core Data are not combined for calculation or for comparative analysis, and data sources are notated on all tables and charts.

Data Element 2: The percentage of eligible students in the study who read Braille, print, or large print.

Blind/Visually Impaired Students Percentage by Primary Reading Medium School Age (5K to 21)										
Primary Reading Media	School Year									
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
Braille Readers	101	14.6%	101	14.7%	112	14.7%	107	13.8%	109	13.4%
Visual Readers	238	34.3%	233	34.0%	247	32.5%	248	31.9%	283	34.9%
Auditory Readers	35	5.0%	33	4.8%	49	6.4%	53	6.8%	80	9.9%
Prereaders	65	9.4%	73	10.7%	54	7.1%	59	7.6%	31	3.8%
Nonreaders	255	36.7%	245	35.8%	299	39.3%	310	39.9%	309	38.1%
Total School Age	694	100.0%	685	100.0%	761	100.0%	777	100.0%	812	100.0%

Data Source: Data as of 10/08/2008 from APH Services, Inc. for Federal Quota Registration. Percentage of Readers = (Number in Primary Reading Media/Number of Eligible Students) x 100.

Primary Reading Media Definitions (APH):

- **Braille Readers** - Students primarily using Braille in their studies.
- **Visual Readers** - Students primarily using print in their studies.
- **Auditory Readers** - Students primarily using a reader or auditory materials in their studies.
- **Prereaders** - Students working on or toward a readiness level; older students with reading potential.
- **Nonreaders** - Nonreading students; students who show no reading potential; students who do not fall into any of the above categories.

Note: The data collected for Visual Readers does not report separate categories for students primarily using standard versus large print.

Findings:

The percentage of Visual Readers and Auditory Readers increased from 2006-2007 to 2007-2008 whereas the percentage of Braille Readers, Prereaders and Non-Readers decreased. The data collected does not distinguish the use of technologies such as computers and other devices which could account for changes in primary reading mediums used by eligible students.

Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.

Note: Data reporting requirements differ between APH and DESE Core Data. See "Calculations" on page 2 for further information.
Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

DESE Core Data															
Number of Blind/Visually Impaired Students															
	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School
Ages 3 to PreK5	17	NA	17	21	NA	21	30	NA	30	43	NA	43	36	NA	36
Ages 5K to 21	391	105	496	367	92	459	371	81	452	406	72	478	430	68	498
TOTAL	408	105	513	388	92	480	401	81	482	449	72	521	466	68	534
Annual Percent Increase/Decrease	—	—	—	-4.9%	-12.4%	-6.4%	3.4%	-12.0%	0.4%	12.0%	-11.1%	8.1%	3.8%	-5.6%	2.5%

Data Source: Data as of 08/05/2008 from Screen 11 of Core Data of DESE Core Data Collection System. Totals for Ages 3 to PreK 5 are not applicable to MSB which serves students ages 5K and older. Counts include parentally placed private school children receiving services from the public school.

APH Federal Quota Registration															
Number of Blind/Visually Impaired Students															
	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total
Ages 3-PreK5	132	NA	132	132	NA	132	125	NA	125	143	NA	143	155	NA	155
Ages 5K to 21	598	96	694	603	82	685	680	81	761	709	68	777	740	72	812
TOTAL	730	96	826	735	82	817	805	81	886	852	68	920	895	72	967
Annual Percent Increase/Decrease	—	—	—	0.7%	-14.6%	-1.1%	9.5%	-1.2%	8.4%	5.8%	-16.0%	3.8%	5.0%	5.9%	5.1%

Data Source: Data as of 10/08/2008 from American Printing House Services, Inc. for Federal Quota Registration. Other Public & Private Schools include any formally organized public or private, nonprofit educational program of less than college level (see Appendix B for further information).

Findings:

Based on DESE Core Data, the number of blind/visually impaired students educated in Missouri School for the Blind decreased over the five year period from 2003-2004 to 2007-2008; over this same five year period, the number blind/visually impaired students educated in other Missouri public schools increased with the exception of 2004-2005.

Data Element 4: The number of students currently reading Braille, large print, and standard print.

Note: For definitions of academic nongraded, other registrants and vocational, see Appendix B.

Number of Braille and Visual Readers by Grade/Level															
Grade or Level	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
	Braille	Visual	Total	Braille	Visual	Total	Braille	Visual	Total	Braille	Visual	Total	Braille	Visual	Total
Academic Nongraded	6	7	13	5	5	10	6	4	10	5	4	9	0	1	1
K	2	9	11	5	3	8	8	13	21	6	16	22	9	17	26
1	9	14	23	9	12	21	7	14	21	8	15	23	10	25	35
2	4	15	19	7	18	25	7	16	23	6	15	21	7	17	24
3	8	19	27	6	13	19	8	16	24	8	17	25	7	17	24
4	4	17	21	7	26	33	5	17	22	7	16	23	7	25	32
5	6	23	29	5	25	30	8	26	34	6	18	24	6	26	32
6	9	17	26	7	20	27	6	28	34	8	28	36	12	21	33
7	8	15	23	8	16	24	8	20	28	7	21	28	7	26	33
8	7	17	24	8	13	21	7	19	26	10	21	31	8	26	34
9	6	16	22	8	16	24	10	11	21	8	19	27	7	19	26
10	11	21	32	4	13	17	8	14	22	12	12	24	8	20	28
11	8	22	30	11	22	33	5	16	21	7	13	20	14	23	37
12	10	15	25	7	24	31	15	25	40	5	21	26	7	17	24
Other Registrants	3	11	14	4	7	11	4	8	12	4	12	16	0	3	3
Vocational	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	101	238	339	101	233	334	112	247	359	107	248	355	109	283	392
Percent of Total	29.8%	70.2%	100.0%	30.2%	69.8%	100.0%	31.2%	68.8%	100.0%	30.1%	69.9%	100.0%	27.8%	72.2%	100.0%

Data Source: Data as of 10/08/2008 from APH Services, Inc. for Federal Quota Registration.

Findings:

The percents of the total count of Braille students fluctuated from 2003-2004 to 2007-2008.

Data Element 5: The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.

Braille Readers Receiving Braille and Related Services and/or Materials But Not Receiving Braille Reading/Writing Instruction					
School Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Non-Instructional Recipients	38	20	29	32	29
Total Braille Readers (instructional & non-instructional)	101	101	112	107	109
Percent of Total Braille Readers	37.6%	19.8%	25.9%	29.9%	26.6%

Data Sources: Number of non-instructional recipients (Braille readers not receiving Braille reading and writing instruction) from Blind Literacy Survey from DESE-DSE. Total Number of Braille Readers from APH Services, Inc. for Federal Quota Registration as of 10/08/2008. Percentage of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100.

Findings:

In general, the number and percent of Braille readers receiving Braille and related services materials but not receiving Braille reading or writing instruction was consistent over the past 3 years.

Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.

Note: Local public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

Teachers Certificated in Blind/Partially Sighted Employed in Missouri Public Schools					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Local Public School Districts	76	81	85	89	97
MSB	15	17	20	29	30
Total Count	91	98	105	118	127

Data Source: Data as of 10/08/2008 from Core Data and Certification from DESE. Counts are of teachers certificated in Blind/Partially Sighted (K-12), employed in any Missouri public school and teaching any special education class.

Findings:

The number of certificated vision teachers or teachers of the blind or visually impaired currently employed in the State of Missouri by local Public school districts and MSB has increased in each of the past five years.

Data Element 7: The number of eligible students who use a slate and stylus and/or other devices in writing Braille.

Blind/Visually Impaired Students Number Using Slate/Stylus and/or Other Device in Writing Braille					
School Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number Braille Writers	172	124	162	178	176
Total Braille and Visual Readers	339	334	359	355	392
Percent of Total Braille and Visual Readers	50.7%	37.1%	45.1%	50.1%	44.9%

Data Sources: Number of Braille Writers from Blind Literacy Survey from DESE-DSE. Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers. Number of Braille and Visual Readers from APH Services, Inc. for Federal Quota Registration as of 10/08/2008.

Findings:

In general, the number of eligible students who use a slate/stylus or other writing devices in writing Braille is consistent with the exception of 2004-2005.

Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.¹

Notes: Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).
For definitions of placements, see Appendix C.

Blind/Visually Impaired Students Number of School Age (5K-21+) Placements by Age 2007-2008												
Age	OTHER PUBLIC SCHOOL DISTRICT PLACEMENTS										MSB	TOTALS
	Inside Regular Class >79%	Inside Regular Class 40% to 79%	Inside Regular Class <40%	Parentally Placed Private	Private Separate Day Facility	Public Separate Day Facility	Homebound /Hospital	Private Residential Facility	State Operated Separate School (except MSB)	Total Other Public Schools	Total MSB	
5K	8	1	3	0	1	0	0	0	0	13	0	26
6	12	7	3	0	0	0	0	0	0	22	2	46
7	16	14	1	2	1	0	0	0	1	34	1	70
8	13	6	2	0	0	0	0	0	2	21	2	46
9	23	8	1	1	0	0	1	0	3	34	0	71
10	23	6	2	0	0	0	0	0	6	31	2	70
11	19	11	1	0	0	0	1	0	3	32	6	73
12	27	5	0	0	0	1	0	0	4	33	9	79
13	31	5	2	0	0	0	0	0	2	38	8	86
14	17	5	4	0	0	0	1	0	1	27	5	60
15	16	13	5	0	0	0	0	0	0	34	6	74
16	16	6	1	1	0	0	1	0	2	25	7	59
17	23	10	4	0	0	0	0	0	0	37	4	78
18	12	5	1	0	0	0	0	0	1	18	7	44
19	1	1	0	0	0	0	0	0	2	2	2	8
20	0	0	1	0	0	0	0	0	1	1	7	10
21+	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCHOOL AGE	257	103	31	4	2	1	4	0	28	430	68	498
Percent of Total	51.6%	20.7%	6.2%	0.8%	0.4%	0.2%	0.8%	0.0%	5.6%	86.3%	13.7%	100.0%

Data Source: Data as of 08/05/2008 from Screen 11 of Core Data from DESE Core Data Collection System.

¹ Placement categories are designated as follows : General classroom = Inside Regular Class >79%
Itinerant or Resource = Inside Regular Class 40% to 79%
Self-Contained = Inside Regular Class <40%

(Continued on next page)

Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility (CONTINUED FROM PREVIOUS PAGE).

Blind/Visually Impaired Students Number of School Age (5K-21+) Placements by Age										
Placement	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
Other Public School District Placements										
Inside Regular Class >79%	243	49.3%	238	52.1%	239	52.9%	245	51.3%	257	51.6%
Inside Regular Class 40% to 79%	91	18.5%	83	18.2%	89	19.7%	91	19.0%	103	20.7%
Inside Regular Class <40%	38	7.7%	34	7.4%	29	6.4%	27	5.6%	31	6.2%
Parentally Placed Private School	—	—	—	—	8	1.8%	5	1.0%	4	0.8%
Private Separate Day Facility	5	1.0%	4	0.9%	5	1.1%	3	0.6%	2	0.4%
Public Separate Day Facility	6	1.2%	5	1.1%	1	0.2%	2	0.4%	1	0.2%
Homebound/Hospital	3	0.6%	1	0.2%	0	0.0%	1	0.2%	4	0.8%
Private Residential Facility	2	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
State Operated Separate School (except MSB)	0	0.0%	0	0.0%	0	0.0%	32	6.7%	28	5.6%
Total Other Public School District Placements	388	78.7%	365	79.9%	371	82.1%	406	84.9%	430	86.3%
Total MSB	105	21.3%	92	20.1%	81	17.9%	72	15.1%	68	13.7%
TOTAL	493	100.0%	457	100.0%	452	100.0%	478	100.0%	498	100.0%

Data Source: Data as of 08/05/2008 from Screen 11 of Core Data from DESE Core Data Collection System.

**Prior to 2005-2006, counts of Parentally Placed Private School children were not collected as a separate category. Counts were included in the respective Inside Regular Class Categories.

Findings:

Over the past five school years, the percentage of blind/visually impaired students educated in MSB has decreased while the percentage educated in the total local public school district placements has increased.

Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.

Since the total sum of blind/visually impaired graduates and dropouts is typically less than 40 students statewide, graduation rates tend to vary significantly from year to year, i.e. the addition of one dropout can cause the graduation rate to drop significantly. Therefore, when comparing trends in blind/visually impaired graduation rates, this factor should be taken into consideration.

Graduation Rates Blind/Visually Impaired Students and All Students					
Year	Blind/Visually Impaired			All	
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate
2003-2004	30	36	83.3%	57,988	85.5%
2004-2005	37	40	92.5%	57,824	86.0%
2005-2006	34	37	91.9%	58,417	85.6%
2006-2007	22	23	95.7%	60,802	85.8%
2007-2008	20	22	90.9%	61,657	85.1%

Data Source: Data as of 10/24/08 from DESE Core Data Collection System.

Formulas:

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Known to be Continuing and Dropped Out

Blind/Visually Impaired Students Number of Dropouts					
Exit Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Received Certificate	0	1	0	0	0
Reached Maximum Age	0	0	0	0	0
Moved, Not Known to be Continuing	2	0	3	1	0
Dropped Out	4	2	0	0	2
TOTAL DROPOUTS	6	3	3	1	2

Data Source: Data as of 10/24/08 from DESE Core Data Collection System.

Findings:

In general, the graduation rate for blind/visually impaired students has been comparable to or greater than the graduation rate for all students in Missouri public schools.

Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

Blind/Visually Impaired Students Number Who Reached Age 21 Without Attaining a High School Diploma	
School Year	Number
2003-2004	0
2004-2005	1
2005-2006	0
2006-2007	0
2007-2008	0

Data Source: Data as 10/24/2008 from Screen 12 of Core Data from DESE Core Data Collection System. Number includes Reached Maximum Age and Received Certificate Exit Categories.

Findings:

The number of blind/visually impaired eligible students not meeting graduation requirements but terminated from formal education having reached age twenty-one includes only one student over the past five school years.

Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.

Note - Vocational rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. RSB delivers vocational rehabilitation services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html> and <http://www.dss.mo.gov/fsd/rsb/>).

Cooperative IEP Transition Planning Services from Rehabilitative Services for the Blind			
	2005-2006	2006-2007	2007-2008
Number of Student Recipients	139	72	145
APH Federal Quota Registration Number of Students Age 14-21+ Reported	298	299	297

Data Source: Data from Rehabilitation Services for the Blind (RSB) as of 10/28/2008.

Findings:

Based on the data provided by the Rehabilitative Services for the Blind, more blind/visually impaired students received transition planning services with the cooperation of RSB as part of their IEP for school year 2007-2008 as compared to 2006-2007. A comparable number of 122 were reported for 2007-2008 on the Blind Literacy Survey.

Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.

Note - Rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. All children ages 0 to 21+ identified as visually impaired upon parental consent or consent of the student (if the student is at least age eighteen) are to be referred from the local education agency to RSB. Additional information concerning the referral process may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

Referrals to Rehabilitative Services for the Blind			
	2005-2006	2006-2007	2007-2008
Number of Students Ages 3-21 Referred	30	31	28

Data Source: Data from Rehabilitation Services for the Blind (RSB) as of 10/28/2008.

Findings:

In general, referral data from Rehabilitation Services for the Blind (RSB) indicate the number of blind/visually impaired students referred for the first time to RSB is consistent from year to year. Referral data from the Blind Literacy Survey 2008 indicate that a total of 243 eligible students' ages 3-21 were referred to RSB which includes any referral made during the 2007-2008 school year to RSB not just students referred for the first time.

APPENDICES

APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition

Visual Impairment/Blindness Definition:

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Criteria for Initial Determination of Eligibility

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist;
- B. visual acuity has been determined to be:

- 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;
- 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20o or less.

- C. the visual impairment adversely affects the child's educational performance.

APPENDIX B - Federal Quota Registration

The Federal Quota Registration is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. These Federal Quota accounts are maintained and administered by the American Printing House for the Blind (APH) and its Ex Officio Trustees. Instructions are distributed statewide to schools by Missouri School for the Blind (MSB) for the APH Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/instr2008.html>).

ELIGIBILITY:

In order for students to be eligible for registration in the Federal Quota Program, they MUST meet the requirements as outlined in An Act to Promote the Education of the Blind. Students must:

- Meet the definition of blindness--"central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist." (Note -the second part of the definition was added to the instructions January 2004).
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level.
- Be enrolled with the registering school or agency on the first Monday in January. The educational programs providing services to these students can include public, private, and parochial schools. There is NO chronological age limit for eligibility. The federal law limits registration to persons working at less than college level, but places no restriction on the ages of eligible students.

Eligibility of Infants, Preschool Children and Homebound Students - Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

Eligibility of Students Who Are Home Schooled - In order for blind students enrolled in home school programs to prove eligible for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within each individual state.

INFORMATION TO BE REPORTED:

For each eligible student, the following data must be reported:

- Name
- Date of birth
- School system or agency enrolling the student
- Grade placement
- Measurement of vision in right eye
- Measurement of vision in left eye
- Primary reading medium
- Additional reading media

DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES:

Preschool and School Age Students: This is not to include any eligible participants over school age.

<u>Reporting Code</u>	<u>Definition</u>
IP	Infants: Children of preschool age served by infant programs
PS	Preschool Students: Children of preschool age served by preschool programs
KG	Kindergarten Students: Children enrolled in kindergarten classes
01-12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12
AN	Academic Non-graded: Students of school age, as determined by state law, who are working to acquire skills necessary for placement in a regular grade.
VO	Vocational Students: Students of school age, as determined by state law, who are in vocational training (e.g., students enrolled in a program which is designed to lead to independent employment). This does not include multi-handicapped students in prevocational programs or classes.
PG	Post-graduate Students: Students of school age, as determined by state law, in post-graduate high school programs, studying at less than college level
OR	Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students enrolled in classes for nonacademic students)

- **Vision Measurements and Reporting Codes:**

<u>Reporting Code</u>	<u>Visual Measurement</u>
Example: 20/200 or 20/400	Distance Vision: 20/200 or less with maximum correction using the Snellen Chart
VF	Visual Field: Restricted field of 20 degrees or less
CF	Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart
FDB	Functions at the Definition of Blindness: Should be used when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart.
HM	Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.
OP	Object Perception
LP	Light Perception
NIL	Totally Blind

- **Reading Media:**

Primary Reading Media and Reporting Codes: The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, Braille, or auditory readers should be reported using the appropriate media code.

<u>Reporting Code</u>	<u>Primary Reading Medium</u>
V	Visual Readers: Student primarily using print in their studies
B	Braille Readers: Students primarily using Braille in their studies
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies
P	Prereaders: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential
N	Nonreaders: Nonreading students; students who show no reading potential; students who do not fall into any of the above categories

Additional Reading Media and Reporting Codes (Required Category): In addition to listing a primary reading medium, please check all additional reading media so that a more accurate profile of student literacy can be tracked. Please list all that apply.

<u>Reporting Code</u>	<u>Additional Reading Medium</u>
V	Visual: Students use print to some extent
B	Braille: Students use Braille to some extent
A	Auditory: Students use a reader or auditory materials to some extent
N/A	Not Applicable: Nonreaders, prereaders, or students with no additional reading media

APPENDIX C - MO-DESE Special Education Placement and Dropout Categories

SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)

Public Schools - School Age Placement Categories (Ages 5K-22)

Inside regular class 80 percent or more of the day - Students with disabilities who are inside the regular classroom for 80% or more of the school day. (These are students who receive special education and related services outside the regular classroom for less than 21% of the school day.) This may apply to students with disabilities placed in:

- Regular class with special education/related services provided within regular classes
- Regular class with special education/related services provided outside regular classes;
- Regular class with special education services provided in resource rooms.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

Inside regular class no more than 79% of the day and no less than 40% of the day - Students with disabilities who are inside the regular classroom between 40 and 79% of the day. (These are students who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This may apply to students placed in:

- Resource rooms with special education/related services provided within the resource room
- Resource rooms with part-time instruction in a regular class

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

Inside regular class less than 40 percent of the day - Students with disabilities who are inside the regular classroom less than 40% of the school day. (These are students who received special education and related services outside the regular classroom for more than 60% of the school day.) This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This category may apply to students placed in:

- Self-contained special classrooms with part-time instruction in a regular class
- Self-contained special classrooms with full-time special education instruction on a regular school campus

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

State Operated Separate School - This category should only be used by Missouri School for the Blind, Missouri School for the Deaf, and State Schools for the Severely Handicapped. Regular districts should no longer report resident students who are attending these state operated programs.

(Continued on next page)

Private Separate (Day) Facility - Students with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

Public Separate (Day) Facility - Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This *does not* include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

Homebound/Hospital - Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

Private Residential Facility - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the **public school IEP** team. This *does not* include students living in private residential facilities but attending public schools.

Parentally Placed Private School Children - Students with disabilities who are parentally placed in private schools, including home schools, and are receiving special education and related services from the public school.

SPECIAL EDUCATION DROPOUT CATEGORIES **(Descriptions for Screen 12 of the Core Data Collection System)**

Dropout Categories (Ages 14-22):

***Received a Certificate** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who **reached age 21** or otherwise terminated their education and who have met the district's attendance requirements.

***Reached Maximum Age** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and **did not** receive a diploma **or** certificate of attendance.

***Moved, Not Known to be Continuing** – Students with disabilities who have moved out of the district and are not known to be continuing in any type of educational program (i.e., no records request from another educational program).

***Dropped Out** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

* These categories are combined for dropout calculations.